

# Special Educational Needs and Disabilities (SEND) Learning Support

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## INTRODUCTION

St Dunstan's College ('the College') is committed to providing equal opportunities to all pupils including those with special educational needs and disabilities ('SEND'). The aim of this policy is to ensure that we provide equal and fair opportunities to all pupils by:

- Using our best endeavors to ensure that all pupils (including those with medical conditions as informed by parents, supported by necessary documents from health professionals) get the support needed within the College's resources.
- ensuring that pupils with SEND engage in the activities of the school with their peers
- ensuring parents are consulted and informed when special educational provision is made for their child and the impact of the provision.

In drawing up this policy, the College has had regard to the following guidance and advice (in so far as they apply to the College):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the Early Years Foundation Stage (2023)

This policy should be read in conjunction with the College's Admissions Policy (P10), Admissions Special Educational Needs and Disabilities Policy, Equal Opportunities Policy (P13), Disability Policy, Individual Pupil Needs Policy, Disability Examinations Policy and Accessibility Plan.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY DEFINITIONS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person is disabled if they:

- are prevented or hindered from making use of facilities of a kind generally provided for others of the same age
- have a physical or mental impairment which has a **substantial** and **long-term** adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010)

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN but understandably, there is overlap.

## ACCESSIBILITY

In line with its duty under the Equality Act 2010 the College's three-year Accessibility Plan sets out how the School will;

- increase the extent to which disabled pupils can participate in the College's curriculum;
- improve the physical environment of the College for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the College; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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The College recognises difficulties may be experienced from time to time by disabled pupils moving around the College site buildings. Accessibility will always be considered when planning new buildings.

Parents must inform the College with regards to any information about a child's medical needs and/or disabilities and update the College if there are any developments or changes to this. The College is committed to ensuring all reasonable adjustments are considered and put in place for relevant students in need of accessibility considerations.

### **POLICY AIMS AND OBJECTIVES**

The aims of this policy are to support pupils with SEND towards full inclusion and enrichment at St Dunstan's College by:

- Working with the pupils concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best possible outcomes for each pupil;
- Working with families and outside agencies, where necessary, to enable the greatest possible access to opportunities for pupils.

The objectives of the College's SEND provision are:

- To coordinate strategies and actions that promote and enhance full and successful inclusion of all pupils within curricular and co-curricular opportunities, ensuring differentiation where appropriate.
- To scrutinise, support, and advise staff in their teaching of pupils with SEND or learning difficulties.
- To ensure all pupils are included within relevant opportunities, regardless of SEND or learning difficulties.
- To work with teaching staff to ensure that there is a positive approach to the teaching and learning of SEND pupils alongside their peers.
- To maintain links with parents of pupils with SEND or learning difficulties regarding their progress and inclusion within the life of the College.
- To maintain contact with external agencies so that the optimum support can be achieved for every pupil.

We expect all pupils to be successful by becoming confident and effective learners. With support and encouragement, we believe all pupils can take responsibility for their own learning. It is our firm belief that pupils with SEND should participate in the full life of the College. It is our aim to create culture of inclusion that enables the diverse needs, identities, and interests of all learners and community members to be acknowledged and actively celebrated, with appropriate challenge and support. four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical.

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SEND Provision at the College is based on the following practices:

- Inclusive practice
- Identifying and removing barriers to learning and participation
- High quality teaching for all pupils
- Early identification of needs using the 3 Waves of Intervention using: evidence-based outcomes, focused interventions, and regular cycles of review
- Consultation with parents and pupils throughout the process
- Maintaining high expectations for all pupils

The College is set up to support pupils with mild to mildly moderate needs. The SEND department can provide some interventions in the Junior School to enable a pupil to follow the curriculum. These interventions are based on research and provides support in accordance with the pupil's specific needs but are not specialist interventions. Interventions in the Senior School are centred around the pupils' need to be fully participating in all lessons and provide a short block of 8 weeks of intensive support.

## **GOVERNOR AND STAFF RESPONSIBILITIES**

The governing body is responsible for determining school policy and provision for pupils with SEND. The Head is responsible for overseeing all aspects of the College's SEND provision and keeping the governing body fully informed of the implementation of the College's policy in practice.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise) and are expected to follow the College's procedures for identifying, assessing and making provision to meet those needs. This stems from the graduated approach to SEND, which highlights High Quality Teaching as essential to successful SEND provision. This can include (where appropriate), but not limited to, in class differentiation:

- by seating;
- by task;
- by instruction;
- by resources (e.g. worksheets, word banks, mind-maps etc.);
- by reasonable adjustments (e.g. overlays, coloured paper, writing slopes etc.);  
by assistive technology (in accordance with our ICT Policy (P15) and its related documents referring to Acceptable Use and Bring Your Own Device – BYOD
- The College SEND provision is overseen by the SENDCos In the Senior School (Years 7-13), SEND provision is supported by a Deputy SENDCo. The SEND team collaborate and work together, meeting regularly to discuss whole-College policy and practice. The SENDCos have responsibilities which include:

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- Determining the strategic development of the SEND policy and provision in the College, together with Junior and Senior School leaders, the Head, and governing body;
- having overall day-to-day responsibility for the operation of the SEND policy, including SEND Provision in EYFS;
- coordinating specific provision for children with SEND, including those who have EHC plans (EHCPs);
- Overseeing the referral and assessment of pupils who demonstrate difficulties both in and out the mainstream class.
- ensuring all staff understand their responsibilities to pupils with SEND and the College's approach to identifying and meeting SEND;
- ensuring that teachers are given any necessary information relating to a pupil's SEND or learning difficulty so that teaching practices are appropriate;
- ensuring parents' insights are considered in the planning of action taken by the College to support their child's identified or suspected SEND;
- liaising with external professionals and agencies, as appropriate;
- ensuring that the College keeps up-to-date records of all pupils with SEND;
- working closely with the Admissions team to ensure equality and equal opportunity in the Admissions processes, and to ensure handovers of SEND information with regards to new pupils;
- managing a team of Learning Support Assistants (Junior School) and Literacy Specialist

## **PARENTS' RESPONSIBILITIES**

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the College. Parents must.

- Provide the SENDCos with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. (Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.)
- Inform the College at admissions of any needs that your child has, whether diagnosed or suspected.
- Inform the College of any emerging needs whilst the pupil is at the College.
- Help the SEND team to understand your child or young person's physical, social, developmental, and family history
- Participate in developing Learning Support profiles and action plans and implement them at home
- Provide insight into your child's ambitions and future learning plans
- Arrange required assessments and external support services as advised by the SEND team

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## **EARLY YEARS PROVISION**

The College monitors all pupils in the Early Years Foundation Stage (‘EYFS’) so that specific help, if needed, can be provided to those pupils whose progress or learning suggest early intervention could be beneficial. The designated person responsible for coordinating SEND provision in the EYFS is the Junior School SENDCo. She, along with the pupil’s form teacher, will discuss with parents any concerns they may have about a pupil’s needs in accordance with this policy.

## **SUPPORT FOR TEACHERS**

Teachers are supported in their teaching of pupils with SEND or learning difficulties in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training);
- Information contained on the SEND Register, and individual Learning Support Profiles, accessible via the College’s management information system (iSAMS) and in the Staff Shared Area;
- Advice given within departmental meetings, including directly by SENDCos where appropriate;
- Feedback from any in-class observation of pupils with SEND or learning difficulties, including when particular learning or behavioural issues are identified;
- Advice in relation to implementing the Priority Strategies set out in individual Learning Support Profiles or Action Plans.

## **IDENTIFYING, SUPPORTING, AND REVIEWING PUPILS WITH SEND**

The College regularly reviews pupil progress to help monitor whether children are making the expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the College reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the College will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

The College may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the College is given copies of all advice and reports received.

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## Multi-Tier Support System (MTSS)

The College provides a multi-tier support system (MTSS) that delivers universal support for temporary or individual barriers to learning. SEND provision is available for students with learning challenges that are diagnosed or show little to no progression using High Quality Teaching Strategies. Drawing on multiple approaches, periodic review, and specialist expertise, our SEND provision aims to match interventions to individual student needs through ongoing cycles of assessing, planning, doing and reviewing.

The types and nature of SEND support varies, with multiple service models and is divided into three Waves.

Waves of support (provision) are determined by students' individual learning needs which are not predetermined by students' medical or psychological diagnosis, although this provides valuable information in devising support for pupils. Support is also based on criteria such as educational progress, behaviour, academic aptitude, and skills.

Waves and provision is reviewed at least annually, and they may change based on student needs.

Emergent or changing concerns, including a lack of pupil progress, can trigger a review at any time.

Waves of support and which wave a pupil is placed is documented on ISAMs and the College's SEND register.

A diagram of the College's SEND provision and further details of the support waves can be found at the end of this document.

The SEND team works in partnership with teachers and other staff to ensure access to the curriculum and co-curriculum is accessible to all pupils.

Team around the child meetings (TAC) are held regularly and chaired by the SENDCOs to discuss issues and collaboratively provide solutions and share good practice associated with learning support.

The College strives to ensure that pupils' individual learning needs are fully integrated within mainstream classrooms. Integrated support may include

- on-demand assistance
- individual or group "push-in" support (including team-teaching)
- Individual or group, regular or on-demand "pull out" sessions (Junior School and very exceptional in Senior School)
- Services for some students may include time-tabled courses taught by SEND specialists.

Whilst the College is not bound by the SEND Code of Practice (2015), the College's four stages of SEND identification, support, and review follow its guidance of "Assess, Plan, Do, Review, in order to apply the correct Wave of support.

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## Identification of pupils with SEND (Stage 1 – “Assess”)

The College aims to identify pupils with SEND through a variety of ways, including:

- The SEND department’s referral form submitted by teachers outlining main concerns and strategies used
- Parental concerns raised
- Through discussion with the teachers, pupil and parents.
- Observation of pupils within learning contexts by relevant staff;
- By monitoring pupils’ formative and summative outcomes;
- By reviewing the progress of all pupils within the College via the College’s Student Tracking and Review System - STARS – or otherwise;
- By reviewing admission and baseline assessments for potential indicators of SEND;
- Through any screening undertaken by the College of pupils, including functional language screeners and diagnostic screeners in the Junior School;
- By the receipt of information from a previous school or other educational establishment (where applicable), including during the admissions process;
- By the provision of information by parents, including prior to admission;

As stated above, the College regularly reviews pupil progress in line with our College Student Tracking and Review System - STARS. Slow progress and low attainment do not necessarily mean that a child has SEND (and will not automatically lead to a pupil being recorded as having SEND). However, where the College reasonably considers that a pupil may have SEND, the College will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed.

Where a member of staff suspects that a pupil might have SEND, they are able to seek guidance from the SENDCos, alongside their line manager, or relevant Head of Department. The teacher should further differentiate their High Quality

Teaching of suspected pupils with SEND, in line with guidance given from relevant staff. This process should be documented for future reference, where needed. This may include the creation of an Action plan by a relevant member of staff for the pupil to reach desired outcomes. If this differentiation does not lead to anticipated outcomes, teachers should refer the pupil to the SENDCos. Where further investigation is required, the relevant member of the SEND team will take forward the ‘Assess, Plan, Do, Review’ process. Parents will be informed when this takes place.

When parents suspect that their child might have SEND, or when a child suspects this themselves, they should seek guidance, in the first instance, from the Form Teacher (Junior School) or Form Tutor (Senior School), who will seek relevant advice, where necessary, and follow the actions outlined above. Parents or pupils are welcome and encouraged to liaise directly with the SENDCos regarding any SEND matter, who will seek information from the

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Form Teacher (Junior School) or Form Tutor (Senior School), alongside other members of staff.

### **Supporting pupils with SEND (Stage 2 – “Plan”)**

The relevant member(s) of the SEND team will generate a Learning Support Profile (LSP) when:

- a pupil joins the College with an identified SEND (including those with an EHC Plan)
- a pupil who is currently attending the College receives a diagnosis from an external agency
- a pupil who is currently attending the College and has a learning difficulty which does not improve through High Quality Teaching and Differentiation.

Where appropriate, the LSP will contain information gathered from the pupil, parents, and relevant staff, as well as any relevant information gathered from Stage 1. The LSP will outline the priority strategies that have been recommended to support the pupil’s suspected or identified SEND. Every LSP includes a section for Pupil Voice. A blank LSP can be found at the end of this document.

LSPs are written as a collaborative document. The College is equipped to support pupils with mild to mildly moderate needs within the mainstream class using priority strategies. LSPs provide necessary information for teachers to provide the efficient teaching and learning of all pupils in their classes. The College recognises and adheres to the Equality Act 2010 and will consider reasonable adjustments where the pupil will be placed at a “substantial disadvantage” in comparison to their peers.

The relevant members of the SEND team will arrange a meeting to discuss the proposed LSP with the parents and pupil, in order to agree on a final document. Following this, the pupil will be added to the College’s SEND Register. In instances where specific outcomes need to be met, a pupil may be placed on an Action Plan.

The SEND Register is available to all relevant staff at the College through the internal Management Information System (iSAMS). The SEND Register records the pupil’s SEND, or learning difficulty, priority strategies and any other reasonable adjustments. The SEND Register also records whether the pupil has an EHC Plan.

### **Supporting pupils with SEND (Stage 3 – “Do”)**

The relevant member(s) of the SEND team will:

- monitor the use and effectiveness of the priority strategies (by teachers and pupil) set out in the Learning Support Profile through observations, learning walks and communication with relevant stakeholders;
- implement and/or oversee the delivery of any interventions that are required by an Learning Support Profile;

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The objective of the provision is to support full integration into the mainstream curriculum so that pupils are not withdrawn from timetabled classes. Teaching Assistants are available in the Junior School to assist classroom activities and pupil learning. Additionally, Learning Support Assistants may be provided during core subject lessons under the direction of the Junior School SENDCo. Junior School pupils may also be required to attend learning support sessions outside of the classroom where deemed appropriate after consultation with parents.

There are no classroom Teaching or Learning Support Assistants available in the Senior School. Furthermore, the Senior School does not usually provide 1 to 1 or small group support for pupils with identified or suspected SEND during timetabled lessons, subject to the College's obligations under the Equality Act 2010, and advice arising from Education and Health Care Plans.

Where a current or prospective pupil has an EHC Plan, the College will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the College. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if possible, and the College is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the College's obligations under the Equality Act 2010. The College co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

#### **Reviewing the support and progress of pupils with SEND (Stage 4 – “Review”)**

The relevant member(s) of the SEND team will review the effectiveness of the Learning Support Profile at least once per year. The outcome of this review will determine one of the following:

- the Learning Support Profile has supported the pupil in their learning, and the Priority Strategies remain in place;
- the Learning Support Profile has not been as effective as desired, and alternative strategies will be recommended;
- the Learning Support Profile and its Priority Strategies have not been successful, and it is believed that further guidance would be beneficial. Where this is the case, parents will be recommended to engage with external agencies and professionals to help further assess the pupil and advise on additional support and strategies. The College is able to recommend external agencies and professionals for parents to explore; the College does not conduct diagnostic assessments. When a parent decides not to follow the College's recommendations to seek external guidance, the College will continue to support the pupil as best it can, within the parameters of the knowledge and understanding that they have in relation to the pupil's SEND or difficulty.

The SENDCos or Deputy SENDCo will contact parents to discuss the outcome of reviews where necessary.

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Where the pupil has not made expected progress despite SEND support being put in place, the SENDCo or Deputy SENDCos will meet with parents to discuss next steps. This may involve:

- Further external evaluations. Reports from external agencies provide information which the College will use when deciding on reasonable adjustments, but do not dictate which reasonable adjustments can/may be applied by the College.
- Proposing interventions to take place during the school day, for a short intervention block.
- Applying for an EHC Plan where appropriate. The College will support parents through this process and will advise on best practice throughout. Each Local Authority has their own processes and the SENDCos or Deputy SENDCo will guide parents through the required process.

### **REASONABLE ADJUSTMENTS:**

The College is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the College does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The College is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the College is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

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The College does not offer a modified curriculum and it is the expectation that all pupils will follow the broad and balanced curriculum on offer.

College staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the College will consider whether they are reasonable adjustments for the College to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The College will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENDCos, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The College will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the College in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the College if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the College provides, a disabled pupil is evidently still at a substantial disadvantage, the College may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

### **How do parents request adjustments?**

If the parents feel that there are further particular adjustments the College could make, parents may write to or speak with their child's class teacher, in the first instance, or the

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SENDCos. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required

### **Education and Health Care Plans (EHCPs)**

The needs of the majority of pupils with SEN will be met effectively through the College's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the College have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the College before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The College does not have this right of appeal.

Although the College is not a S41 School under the Children's and Families Act 2014, the College is proactive in its support for applications for Education and Health Care Plans (EHCPs), and our SENDCos, in partnership with relevant pastoral and academic staff, works closely with families where an EHCP might be warranted for a pupil. The SENDCos will lead on any EHCP application.

Where a prospective pupil has an EHC Plan, the College will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the College. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the College is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

Where a pupil with an EHCP plan is currently at the College, the SENDCos ensure that annual Team around the Child (TAC) meetings take place for all relevant internal and external stakeholders, which would include the pupil and/or their clear input into the process.

Where the Local Authority, or other professional agency working closely with the pupil, requests information from the College about a pupil with an EHCP, the College will ensure that this information is shared, in line with our duties under GDPR and our safeguarding policies. Where the Local Authority or other professional agencies do not request such information from the College prior to a pupil's annual review through a TAC meeting, the SENDCo will proactively contact such bodies to investigate which information might be of use in order to be best prepared for the annual review of an EHCP.

Where a pupil is at the College with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the College will ensure that the annual

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review from the TAC is provided to the Local Authority responsible for the pupil's EHCP. This will include the annual account of the pupil's income and expenditure, where the pupil's EHCP includes public funds, except for those for whom early years grant is paid. The College provides this information to the Local Authority proactively each year regardless of whether the Local Authority has formally requested this information.

### **MEDICAL CONDITIONS (please refer to Supporting Pupils with Medical Conditions)**

It is the responsibility of parents to provide the College with details of any medical conditions that affect their child, and to keep the College updated with regards to any developments or changes with any medical condition.

Parents are encouraged to provide relevant documentation for medical conditions particularly those where medication is required. These include but are not limited to:

- Epilepsy and seizures
- Anxiety
- ADHD
- Allergies

Further information is included in the policy document *Supporting Pupils with Medical Conditions*.

## **FURTHER ASPECTS RELATING TO SEND PROVISION**

### **ADMISSIONS**

The College does not unlawfully discriminate in any way regarding entry. The College welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the College will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the College, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the College.

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The College's Admissions Policy (P10) can be found is available on the College's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

## **EXAM ACCESS ARRANGEMENTS**

Pupils with an identified SEND or learning difficulties may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the College in accordance with the published guidance and requirements.

Parents should speak with the relevant SENDCo with regard to any application for access arrangements as soon as reasonably possible.

In the Junior School, any exam access arrangements will be determined in consultation with the SENDCo and parents. When there is an exceptional circumstance, recommendations from psychologists' reports will be taken into account. Psychologists' reports are for guidance only and do not dictate the provision of arrangements.

For internal examinations in the College, exam access arrangements are made by the SENDCo and Deputy SENDCo. The exam access arrangements are agreed on a case-by-case basis with consideration given to recommendations made in any diagnostic reports from external professionals, in addition to the evidence of a pupil's normal way of working within the College. For internal examinations, access arrangements will be maintained from the previous academic year unless evidence suggests this is no longer the pupil's normal way of working within the College. Where access arrangements are not offered or maintained at this stage, the priority of the College will be to support pupils to maximise the effectiveness of strategies to overcome difficulty. The application of exam access arrangements can be applied for again, where evidence suggests such arrangements is necessary.

For external examinations (GCSE/GCE), it is important to build a strong evidence base of need (as opposed to simply usage) for any pupil that requires exam access arrangements. The SENDCo and Deputy SENDCo work closely with the Examinations Officer and parents to ensure that such needs are met whenever possible. For external examinations, access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (JCQ). A non-diagnostic assessment for such access arrangements will be carried out by a College recommended assessor, being paid for directly by parents, no earlier than the middle of Year 9. Parents should be aware that an external educational psychologist report, or any other specialist documentation, are not acceptable evidence for exam access arrangements.

### **Medical Provision during Public Examinations**

The following refers to students with an Individual HealthCare Plan (IHCP) e.g. for diabetes, epilepsy, anaphylaxis and other specific illnesses as well as for unforeseen medical incidents

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that may occur in an examination. In an emergency the IHCP will be available from the **College Office** or Wellness Centre giving emergency instructions to be followed.

## **DIABETES**

### **Managing Blood Sugar levels during exams**

In cases where the student **independently** tests his/her blood sugar level, he/she is responsible for providing the reading as well as the blood glucose device to the invigilator who will confirm the reading and record it on the log.

If a student has the above condition and **does not** independently test his/her blood sugar level, the College Nurse or a First Aider will test the student's blood sugar level and provide the reading to the invigilator before the start of an exam.

Normal reading should be between 4 and 7mmol/L. If below, the student will need a rest break which includes eating a snack before commencing the exam. If reading too high, please contact the College Nurse who can advise on next steps.

### **What do you do in a hypoglycaemic diabetic emergency?**

Help them sit down. If they have their own glucose gel, help them take it. If not, you need to give them something sugary like fruit juice, a fizzy drink, three teaspoons of sugar, or sugary sweets. If they improve quickly, give them more sugary food or drink and let them rest.

## **EPILEPSY**

Some seizures cause the body to jerk and shake (a "fit"), while others cause problems like loss of awareness or unusual sensations. They typically pass in a few seconds or minutes.

### **First Aid for Epilepsy**

- Keep other people out of the way.
- Clear hard or sharp objects away from the person.
- Don't try to hold him/her down or stop the movements.
- Place him/her on his/her side, to help keep his/her airway clear.
- Look at your watch at the start of the seizure, to time its length.
- Don't put anything in his/her mouth.

## **ASTHMA**

### **Signs of an asthma attack**

- Cough, wheezing or tight chest.
- Breathing problems that include having shortness of breath, feeling out of breath, gasping for air, having trouble breathing out, or breathing faster than normal. ...

### **First Aid for Asthma Attacks**

- Sit student upright
- Use inhaler or emergency inhaler (in College Office cupboard)
- Ask student to take long, deep breaths. This helps to slow down their breathing and prevent hyperventilation.

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## ISI 3b – SEND, EAL, more able pupils

- Try to keep them calm.
- Offer constant reassurance
- If symptoms do not improve **call 999**

### **ANAPHYLAXIS**

Anaphylaxis causes the immune system to release a flood of chemicals that can cause shock - blood pressure drops suddenly and airways narrow, blocking breathing. Signs and symptoms include a rapid, weak pulse; a skin rash; and nausea and vomiting.

#### **First Aid for Anaphylaxis**

- Call 999
- Use an epinephrine autoinjector (pen), if available, by pressing it into the person's thigh.
- Make sure the person is lying down and elevate his or her legs.
- Check the person's pulse and breathing and, if necessary, administer CPR or other first-aid measures.

### **ANXIETY OR PANIC ATTACKS**

- Remove student from the area to safe space outside the Great Hall.
- Sit student down
- Back against the wall (sitting on the floor/on a chair)
- Direct student to breathe in/out– counting down from ten.
- Constant reassurance
- Contact College Nurse if concerns remain or if situation deteriorates
- Follow EAA protocol for re-entering the exam hall

### **FAINTING (no other incidents)**

- Contact College Nurse/First Aider **AND** ensure safety of the student
- Whilst on the floor, elevate legs (to encourage blood flow) and encourage alertness via loud clap with hands/shake of shoulders/call their name (if not already alert)
- Allow the student to remain in this position for 5-10 minutes, if necessary (student may request to move)
- If student is removed from the exam area, allow the student to sit/lay down, provide water and offer sweet biscuit (check allergies) and reassure.
- Follow EAA protocol for re-entering the exam hall

### **FAINTING (possible head injury)**

Follow instructions as above **AND** contact College Nurse, **if in doubt call 999.**

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## **ADMINISTRATION OF MEDICATION**

When the timing for medication falls at a time when the student is in an exam, a “supervised rest break” will be allowed for the student to administer their prescription. The time taken for their medical break will then be added on to the end of the exam. This access arrangement will be in place for both internal school examinations, and public examinations.

## **STORAGE OF MEDICATION**

All medication that is being taken on a regular basis will be transferred from the Wellness Centre to the College Office for immediate access when required. Students that self-medicate without supervision will have permission during allocated break time to take prescribed medication.

## **IN AN EMERGENCY...**

Should a situation arise during the exams where medical attention is required, please contact the Wellness Centre.

**Where you feel an ambulance needs to be contacted do not wait for the College Nurse or DET, proceed immediately.**

## **CONTACT NUMBERS**

**College Office:** 0208 516 7200

**College Nurse:** 0208 516 7327

**Mobile Radio:** Channel 4(contact Nurse/medical first aider)

## **RECORD KEEPING**

The College will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. Paper copies of original reports and documentation are kept securely by the SENDCos.

Learning Support Profiles (LSP's) are made available to teaching staff via the College's management information system (iSAMS) and shared area. Copies are shared with parents. Pupils (subject to their age and understanding) are encouraged to take ownership of their LSP and to discuss appropriate Priority Strategies.

The LSP contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them

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- Date the Learning Support Profile was drawn up and date for review.

The LSP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCo. The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

LSP's are supplemented when required by more targeted and time specific Action Plans. These are reviewed and, when appropriate, updated by the relevant member(s) of the SEND team.

## **BULLYING AND BEHAVIOURAL ISSUES**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The College's Behaviour Policy (P3) and Anti-Bullying Policy (P4) make clear the seriousness of bullying, victimisation and harassment and set out the appropriate responses, including sanctions that will be applied to any pupil who displays inappropriate behaviour. The College recognises that pupils with SEND may be particularly vulnerable to being bullied. The College's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but it may have an impact on wellbeing. Where there are concerns about SEND in this context, the College will follow the 'Assess, Plan, Do, Review' cycle, as outlined above, to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Where concerns over mental health or wider wellbeing are raised, any subsequent referral or coordination of a multi-agency approach will be agreed in consultation with the Designated Safeguarding Lead. This would include the use of approaches such as the Early Help Assessment, if appropriate. The College recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The College's Safeguarding Policy (P1) should be followed if staff have any safeguarding concerns relating to a child.

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## **Behaviour management and disciplinary consequences**

All pupils including those with SEND, are expected to adhere to the same standards of good behaviour. However, when SEND pupils breach school policies, the College leaders will consider the context of the offence, including possible relationships between the pupil's behaviour and their special education need(s), available support, and possible future interventions. Disciplinary consequences must take into account the impact of the student's disabilities on their behaviour and are decided in consultation with the SENDCos.

Students with SEND who are subject to internal or external exclusion will be given due consideration to ensure all reasonable adjustments are followed.

## **WITHDRAWAL**

We reserve the right, following consultation with parents, to request or require the withdraw of a pupil from the College if, in our opinion after making all reasonable adjustments the College is unable to meet the child's needs. In these circumstances the College will support the parent's in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

In accordance with section 5.9 of the Parent Contract, fees in lieu of notice will not be applied and the Acceptance deposit less any fees incurred will be refunded.

## **CONCERNS AND COMPLAINTS**

Parents are encouraged to discuss with their child's Form Tutor or Form Teacher or the relevant SENDCo if their child's progress or behaviour gives cause for concern. The SENDCos will normally be present at Parents' Evenings throughout the year. The College will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves.

If parents are not happy with a decision regarding their child's SEND support or a decision regarding reasonable adjustments, they are encouraged to raise these with their child's Form Teacher, Form Tutor or SENDCO prior to consulting the College's Complaints Procedure (P11) a copy of which is available on the College website.

## **REVIEW**

The College will review this policy on an annual basis to ensure the College meets the needs of those pupils with SEND.

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Appendix 1: Waves of Support

WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> <li>• All pupils, where appropriate</li> <li>• High Quality Teaching</li> <li>• Classroom based</li> </ul>	<ul style="list-style-type: none"> <li>• Catch up support</li> <li>• Small group interventions</li> <li>• Short (8 week) blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of support</li> <li>• Ed Psych or other external support</li> </ul>
<p>If High Quality Teaching and informal strategies are successful, pupil remains here and on the SEND register for the academic year with a view to remove at the end of year depending on end of year assessments.</p>	<p>If High Quality Teaching is not quite sufficient, pupil enters Wave 2. All pupils at Wave 2 receives an LSP with priority strategies. Pupil remains on the SEND register and will receive Access Arrangements and support through Priority Strategies and/or small group interventions – in house testing may provide context for support. If pupil makes progress, LSP is updated and pupil may remain at Wave 2 or go to Wave 1 (with an LSP)</p> <p>Pupil may also stay at Wave 2 with an external report where the external report shows a mild/mild-to-moderate need.</p>	<p>Where support at Wave 2 demonstrates little progress but insufficient progress, external input may be required. Pupil moves to wave 3 where there is external support outside of school such as counselling, and other in- depth therapies and supports.</p> <p>High need/EHC plan – where there have been an academic year of little to no progress, there might be a need to explore the possibilities of an EHCP application as well as High Needs support. Once an EHCP is approved, the relevant borough will consult with the college as to the appropriateness of placement.</p>

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